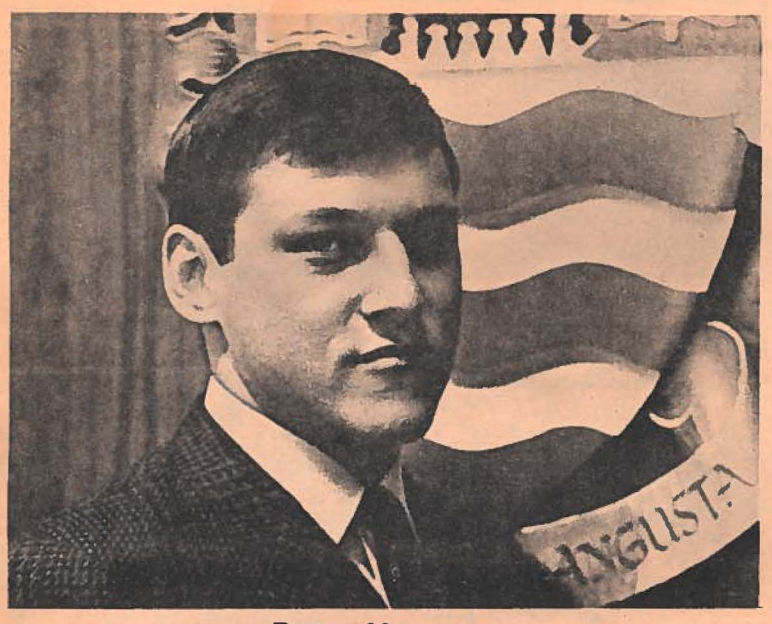
The ARGUS

VOL 2, No. X LAKEHEAD UNIVERSITY, PORT ARTHUR, ONT Nov 23, 1967 12 PAGES



Peter Young photo - zatulsky

The McGill Daily affair - What are the real issues?

by D. John Lynn (Canadian University Press)

MONTREAL (CUP)—Two weeks ago the McGill Daily reprinted an article from the satirical Realist magazine which Principal H. Rocke Robertson judged to be "obscene libel."

Three students — Daily Editor-in-Chief Peter Allnutt, Supplement Editor Pierre Fournier, and Supplement columnist John Fekete, under whose column the article appeared — were asked to appear before the senate discipline committee, facing possible expulsion.

From this initial action sleep-ins, violence, arrests, and total academic upheaval of the university have resulted.

The issues in the controversy are unclear, mainly because different campus groups either place one issue above the other, or interpret issues in contrary ways, or mix issues together. The result is intellectual chaos.

"OBSCENE LIBEL"

The original administration charge of "publishing an obscene libel" was dropped after considerable pressure by campus intellectuals.

The rebuttal was best illustrated by a four-page tabloid issued Monday, Nov. 6 after Robertson had laid charges Saturday. The entire front page said simply: "This paper contains obscene libel." Page two carried the complete Realist article. Page three carried eight lines from Chaucer's Pardoner's Tale, replete with four-letter words, and an exerpt from "A Modest Proposal" by Jonathan Swift which reads in part: "A child will make two dishes at an entertainment for friends; and when the family dines alone, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or salt will be very good boiled on the fourth day, especially in winter."

Yes, dear reader, Swift wrote of children being eaten. Isn't it disgusting? Is it literature? Is the Realist literature?

The same page contained a definition of obscenity by John M. Woolsey, U.S. District Judge: "The meaning of the word 'obscene' as legally defined by the Court is: tending to stir the sex impulses or lead to sexually impure and lustful thoughts . . ."

The passage from the Realist, professors and students agree, cannot be considered an aphrodisiac.

(cont'd page 5)

Statement from Executive Committee of AMS to the student body of Lakehead University

We regret the resignation of Mr. Peter Young at such a late date because of the loss of experience. However, we feel that because of the strong disapproval shown by the student body concerning Mr. Young's position as President of the Alma Mater Society, we can now progress with our duties and accomplish the goals we have laid down.

Mr. Young's acceptance of a position with a local radio station is one which should be recognized as a step towards his post-university career — an opportunity that arose at an unfortunate time for us. Nonetheless, his new position must be recognized for its merits.

Mr. Young has expressed his willingness to assist the executive in an advisory capacity in the future.

AMS President resigns

Council asks for resignation President has no alternative but to resign

The President of the AMS has resigned. Peter Young stated in a letter to the Alma Mater Society last Thursday that he had no alternative but to resign his position as head of the 1700 students on campus.

Wednesday night, Council tabled a motion asking for the President's resignation, the motion to be voted on at emergency meeting Thursday at noon.

Council was presented with Mr. Young's resignation when they met Thursday. The discussion that followed was trying on all those present. Mixed feelings towards the wording of the resignation was a major issue. Mr. Young was not in attendance.

An insult to Council

"Academics are always first in the minds of any student in office," said Science President Don Bergman, and this unwritten rule should stick here also. Unless there is a personal reason for the resignation, I don't think in this case it is valid. The idea of takng another job I woud regard as an insult to this Council."

"We cannot accept this resignation," said Wendy Ticknor. "It is the easy way out. It does not set an example for those who will follow. It is the duty of this Council to stand firm, and to ask for his resignation. We must think of the future."

Not what asked for

Said Julie Wierzbicki, "The resignation that we have before us is completely opposite to what we want. We should ask for his resignation for the reasons outlined in the motion, not for his reasons. It looks like the presidency will not get him very far, so it has served its purpose."

"It is unfair that Mr. Young is not here to defend himself at this meeting," said Don Cordingly. "But we did give him the opportunity to appear before us. Still we have to discuss this motion and come up with a solution.

Cannot be used as tool

"Up until now, resignations have been caused by academic problems — we have averaged one per week in the last few weeks. This resignation of his is a gentleman's way out. Peter is going out in glory. He got our vote of confidence at the first meeting of the year, and has since shafted the Council and the students. We should go on record as stating that this is no way to get out of office. We cannot allow it (the presidency) to be used as a tool for a person's own future."

Admitted has not done job

"It was my suggestion that Peter did not come to this meeting," said Vice President Bill Weiler. "I had hoped that his resignation would be accepted. I had hoped that we would not hit upon personalities. He has admitted in a way in his resignation that he has not done the job."

"The whole point of asking for the resignation is to show that we cannot allow a person to resign on his own will in the middle of the year," said Dave Parsons.

Chief Proctor Tom MacLeod said "The first and foremost objective should be to try to set up a good executive."

Treasurer Don Lees spoke to Council against the way in which the motion was worded. Mr. Lees noted that, although a person may realize that there are certain responsibilities inherent in the position of AMS President, it is not until one actually gets into office that he can see the extent of the job. Apparently Mr. Young did the job as he saw it, and did it to the best of his ability. Unfortunately what he did was not what the students expected of him.

Talked out of resigning before

Mr. Lees also noted that Mr. Young had been presented with ultimatums to

See page 3 for the letter of resignation and Young's reflections

reform his ways several times in the past few months by persons who had confidence in him. They were also concerned for the situation that would be caused if he did not improve.

It was further pointed out that the resignation was not put forth on a conflict motive. Not was it due to the constant criticism under which the executive has been subjected in the past.

Responsibility to self

Mr. Lees pointed to the last part of the President's letter for the crux of the issue. A man must respect himself to be able to do a good job. Obviously he was not doing the job as he would have liked to have done, and he felt that to do justice to the students and to himself he had to resign.

When a man with such a responsibility wants to get out for reasons like these, he should do so.

This latest resignation from executive positions leaves only one member of the executive from last spring's election, Don Lees, Treasurer. Vice President Bill Weiler was elected in the fall by-election, while Secretary Joan Stewart was elected by Council, in accordance with the AMS Constitution.

Weiler assumes post

Mr. Weiler will assume duties as President as soon as possible. Council gave him a vote of confidence at the Thursday meeting. A Vice President will be elected by Council at their next meeting.

Club Notes

Psych club and the TV lecturer

The "Bozo" of the Lakehead T.V. network was the guest of the Psychology Club at its November 9 meeting. He presented a comedy skit based on his M.A. thesis (which, nonetheless, is a work of art).

At this meeting, when he was not clowning around, Mr. Wesley presented an interesting and informative summary of his thesis, revealing not only his capabilities as a psychologist but also showing he is a man with some initiative. His image of "God" caused by the isolation and "take-it-or-leave-it" policy of his lectures was completely shattered. He showed his qualifications as a member of the human race by being nervous (to relax us), by making speech mistakes (to bring himself closer to us intellectually), and by butting his cigarettes in the biology professor's sink (subtly to let us know that he, too, has some dirty habits!).

Returning to his thesis Mr. Wesley presented the peculiarities and regularities in the behaviour of rats, as well as a notable confliction with accepted methods of study. This confliction, in theory, tends to nullify many conclusions of psychologists in the behaviour pattern field.

Unfortunately the majority of the psychology students see Mr. Wesley as an inanimate machine spouting data processing cards which we interpret as lectures. Contrary to popular opinion, this is a false concept. You will appreciate the fact that the Psychology Club took it upon themselves to present this guy the way he really is — amusing (but not infallible)!

NDP club

Hear Rev. Robert McPhee, Northern Ontario Director of the Ontario Human Rights Commission, speaking on "Discrimination in Northern Ontario," Thursday, November 23, at 12:15, in room 1039 (snake pit).

Join the Lakehead University NDP, your party.

Nemissa

Interested in having a new wardrobe? With 50 cents and a little luck you'll have a good chance.

Nemissa, in conjunction with Cooper's Ladies' Wear, Fort William, is holding its annual Wardrobe Draw December 8, 1967. Three merchandise gift certificates will be awarded: first prize $75, second prize $50, third prize $25.

These certificates make ideal gifts for the guy who doesn't know what to get his girl for Christmas or the girl in need of something glamourous for the holidays. Proceeds will go towards the Nemissa Bursary.

This Week....

THURSDAY, NOVEMBER 23
- Fencing—GH—12-2 p.m.
- NDY Meeting—Speaker: Rev. W. McPhee, Regional Director of Ontario Human Rights Commission Topic: Racial Problems in N. Ontario—r. 1029—12-2 p.m.
- Computer Careers Information Lecture (open to all students)—Aud.—12:15 p.m.
- Circle K Meeting—r. 1029—12:45 p.m.
- Thursday Discussion Group—r. 1100—12:30 p.m.
- Psychology Club—r. 1029—7 p.m.
- Centennial Town Talk Speaker: Dr. Wilson Head—Aud.—8:15 p.m.
- Centennial Town Talk Reception—FL—9:15 p.m.

FRIDAY, NOVEMBER 24
- Lakehead Symphony Orchestra Rehearsal—r. 1026—7-10 p.m.
- West Indies Ass'n Meeting—r. 10222—7 p.m.

SATURDAY, NOVEMBER 25
- Film Society—Aud.—8 p.m.

MONDAY, NOVEMBER 27
- Chemistry Club Meeting—r. 1100—12-2 p.m.
- SAS Meeting—BR—7 p.m.
- Rythmic Gym—Aud.—7-9 p.m.
- Oral German Classes—r. 1100—7-9 p.m.

TUESDAY, NOVEMBER 28
- Blood Donor Clinic—GH—9 a.m. - 9 p.m.
- University Liberals Meeting—12 NL—12 noon.
- West Indies Ass'n Meeting—r. 1058—12:30 p.m.
- Inter-Varsity Christian Fellowship—r. 1025—12:30 p.m.

WEDNESDAY, NOVEMBER 29
- Blood Donor Clinic—GH—all day.
- AMS MEETING—BR—7 p.m.
- L.U. Women's Ass'n—FL—8 p.m.
- W.U.S.C. Film "Our Fellow—Aud.—8 p.m.
- Foreign Service Interviews—BR—8-6 p.m.

Jerome's
414 Victoria Ave.,
Fort William
623-7585

Stereos
Television
Tape Recorders
Musical Instruments
Record Players
Radios

Largest Selection of LPs in the Lakehead

Holiday Inn
NOV. 24
$4.50 $4.50



Happiness Is:
The
Science Society
Dinner Dance

The Faculty Of Graduate Studies

DALHOUSIE UNIVERSITY

invites applications for

THE IZAAK WALTON KILLAM

MEMORIAL SCHOLARSHIPS

VALUE $3500 to $5500

These scholarships are open to outstanding students wishing to pursue studies toward the Master's or Doctoral Degree in any field of graduate research at Dalhousie. Approximately forty awards will be available for the year 1968-69. These range in value from $3500 to $5500 with an additional travel allowance.

For application forms and further information on these and other awards available at Dalhousie, please write to The Dean of Graduate Studies, Dalhousie University, Halifax, Nova Scotia.

For The Finest
CHRISTMAS
CARDS
And
Unique Gifts
visit
the
treasure
house

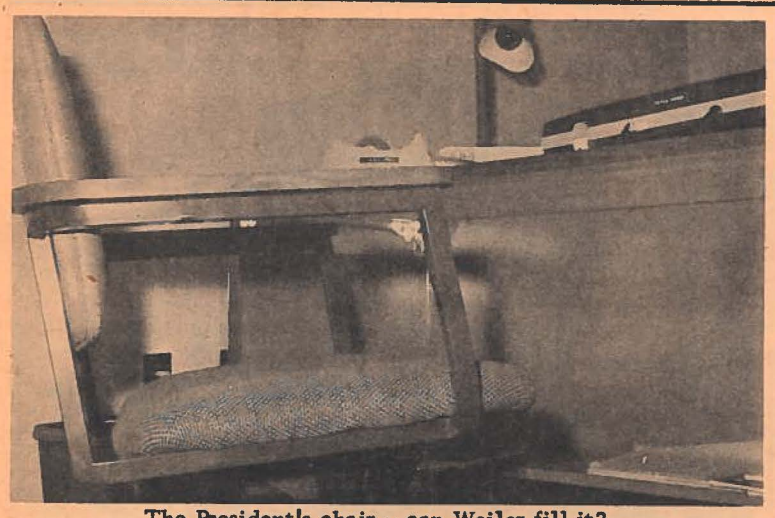
7 S. CUMBERLAND ST.
Phone 344-9441

There Are 2,343 Reasons Why You Should Buy A Yearbook

YOU are ONE of them

The 1968 Nor'wester contains
* 220 pages, a 60 page increase over 1967
* 26 colour pictures, an 11 picture increase over 1967
* individual shots of graduates, undergrads, and faculty
* a larger page, 9 x 12 instead of 8 x 10 as in 1967

The Price, cheap, only $5.00 at the Yearbook Office or the A.M.S. Office



The President's chair - can Weiler fill it?

Alma Mater Society
c/o Mr. Bill Weiler
Vice-President

Please forward my official resignation to the Alma Mater Society Council.

In presenting this resignation to Council, I would ask that you point out the following clarifications.

My resignation is not coming forth because of a conflict within the executive nor because I feel that I cannot work with the Council.

Also, I do not want students to feel that I am resigning because of the constant criticism that is directed toward the AMS executive. Constructive criticism is usually justified and although we haven't seen much of it this year it usually indicates a valuable means for improvement.

It should also be made known that I am not resigning because of the motion brought forth in the AMS meeting of Nov. 15th. The reason for the delay in making known my intentions is that I was waiting to see if a motion pertaining to noon-hour meetings would be brought forth.

The reason therefore is that I have accepted employment which would make it impossible to attend meetings on week nights. Because of this employment. I do not feel that I could devote as much time to the office of president as is necessary.

I feel that Mr. Weiler can more than adequately head the Council and the executive for the remaining three months. I also contend that more is accomplished outside of meetings. In this regard I will continue to work at anything that the executive feels is important.

I submit this resignation with deep regret but feel that I have a responsibility to myself as well as the students of Lakehead University.

Sincerely,
Peter A. Young

Reflections from without

by Peter Young
as told to Chuck Grieve

In my election platform, my point was better public relations for the student body. I think we have accomplished this.

There are other things which have been done so far this year. We have had caution fees abolished. The first contact with the faculty association regarding tutorial work has been made. We have token representation on the Senate and Board of Governors. We are at present planning the symposium on University government, something which could easily be the greatest thing that has ever happened to this University. We held the first AMS seminar this fall. And we have caused registration procedure to be revised, subject to student approval.

Socially, I can say that this year's frosh week and folk festival were the best so far. We also have a more varied programme laid on than last year.

Our blood donor clinic should show the Lakehead, at least in a minor way, that we are not just a radical group in general but responsible citizens.

And we have achieved a cautious high in relations between the AMS and the Administration.

But we haven't yet been able to make students aware of student government.

The executive positions are important enough that people should be geared for them. This year three of the four elected have resigned since none knew anything about student government. They had to learn in six months what others had learned in two years.

I also think that the elections should be run as they are at Queen's. There the executive is elected by the previous year's Council. There is more certainty of getting a good executive this way.

I am in the process of re-organizing my thoughts on student government. What we considered to be dictatorial rule last year, I am now almost convinced, is what is needed around here. And I feel that Council is too big to work with efficiency.

Being out of it for a while, I will be able to look objectively at the situation, and to criticize constructively.

One of the main things that people running for office are not aware of, is the great amount of time required. Perhaps it is even enough to warrant the suspension of classes for a year for the President.

And dedication is needed. If a person was to follow the hierarchical steps, then dedication would be there at the start, and not towards the end of August as in my case. This is also why I think students going to Congresses, etc., should be those interested, and those willing to put in time the next year.

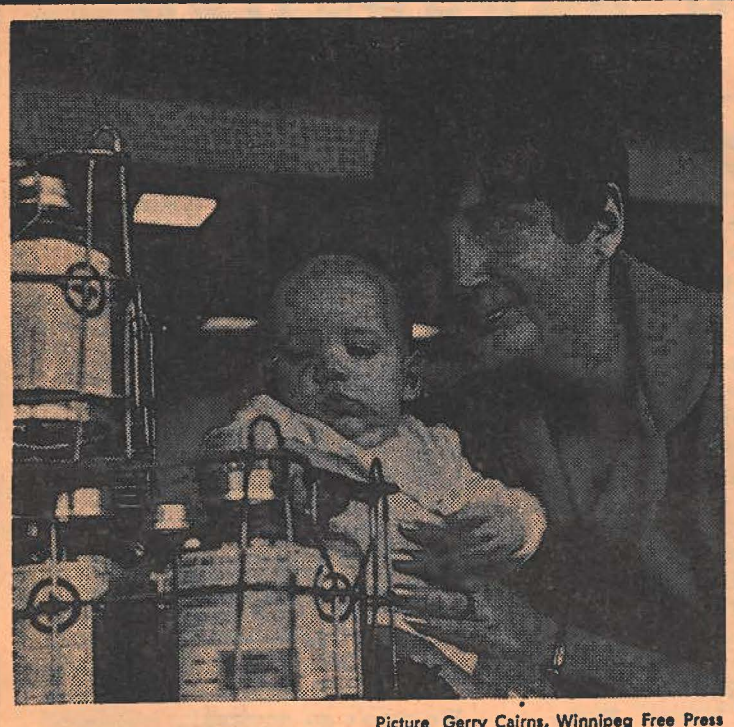
My mind is still not settled over what two former Presidents of Lakehead U. said, that student government seems very important when you are in office, but it seems important only to yourself and not to others when you leave office. It makes me wonder if students really care who and how their affairs are handled.

The key to success right now may be in a new structure, perhaps along the lines of that used at York. The interested few percent, those known as the left and the radicals, should be in charge of the student government. The ordinary student is there to get a degree and to go to social events. So let him, and let the interested ones run the show.

A system like this would bring our student government up to par with the rest of them. Up until now we have been far below them. And this could be the key.

I regret leaving office. Now I am more confused about student government, its value, and of the minority of persons interested in it than before.

MARINA INN
(Alias Mariaggi)
(alias the Wiltin', Tiltin' Hilton)
Warning to the females of L.U.
We, the better drinkers of the Lakehead, are on the prowl. Be it known that we prepare for unscheduled "Sin Inns" at the Marina.
The only Pub in the Lakehead that REALLY wants YOU!

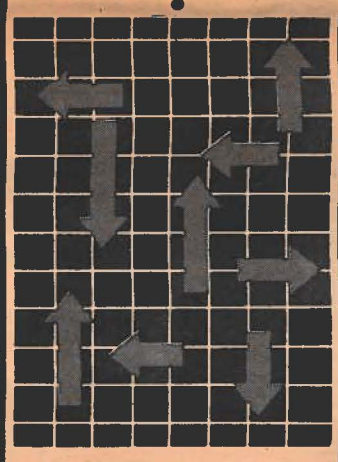


Picture Gerry Cairns, Winnipeg Free Press
Give The Gift of Life
Nov.28 & 29

Join the College Crowd!
Everyone gathers at the
DOMINION ROOM LOUNGE
ROYAL EDWARD HOTEL
623-8467
Fort William

The Canadian Meteorological Service
offers
professional careers to bachelor graduates in
(GENERAL, MAJORS, AND HONORS COURSES)
PHYSICS AND MATHEMATICS
OR PHYSICS
METEOROLOGISTS (about 15 graduates required)
Successful candidates are enrolled, at full salary, in a 2 year Master's degree course in Meteorology at McGill University, the University of Toronto, or the University of Alberta (Edmonton).
and
METEOROLOGICAL OFFICERS
(about 50 graduates required)
Successful candidates are given a 9 month in-service training program and then posted to the various civilian and National Defence weather offices across Canada.
These opportunities offer competitive salaries, challenging work and numerous employee benefits.
INTERVIEWS ON CAMPUS:
DECEMBER 1
Full details, applications and interview appointments available at your Placement Office.

RESEARCH & DEVELOPMENT ?



That's one of many exciting and rewarding careers in the field of Administration with Great-West Life.
Great-West Life Will Be On Campus
Arrange now to get the full story and appointment with your Placement Officer — and be sure to get a copy of the Great-West Life Careers Booklet.
THE Great-West Life ASSURANCE COMPANY

Without Young...

We will overcome

It takes a lot of guts to admit one's faults, and to get out of the way so that someone else can take over.

It is true that Peter Young's resignation had been stalled off for some time. It is true that forces had been working on him for a similar period of time, trying to get him to shape up. And it is true that neither of these forces (often the same people) had left any impression on the lion's brow.

But no one acted when the results demanded were not forthcoming.

No one knew how to act. And still no one knows how to cope with a situation such as this latest one.

What Council was looking for at their emergency meeting was blood. They wanted a crucifixion of a personality, not a resignation, as the original motion called for. The Council wanted to bury the old ways with the purge of but one actor from the cast.

But what they proved themselves incapable of seeing, as they have time and again, is that the purge, to be effective, must get rid of all the dead wood. And they are a part of it.

COMMITTEES MUST BE USED

If the rot is so widespread as it would appear to be to the casual observer (and they are in plentitude at Lakehead), then there must be reasons for it, and similarly solutions.

The AMS Council works on a committee system. But they do not. They appear to meet together on Wednesday nights to argue over the little points which should have been ironed out in their committees. In fact, at times they vote against their committees' decisions.

To function properly in this system, everyone cannot have both hands and both feet in all the pies at the same time. The committees must be given more authority, and greater confidence in their decisions.

EXPERIENCE IS THE TUTOR

But the committee system works well only when there are people on the individual bodies who have had some experience. And Lakehead has a problem of inexperience or ineligibility among aspirants for positions.

The prime example is the Engineering faculty, where members take only one year here if they are successful. And if they are experienced but unsuccessful, they are ineligible, due to the academic ruling.

The only solution — and it has been achieved to some extent this year—is to mix the experience liberally with the inexperience in hopes that the resultant blend will be a winner. This we have potentially this year, if Council would only use the committees more.

CONTACT ESSENTIAL

But Council is not alone in its shame.

Representatives cease to represent anyone but themselves if they lose touch with their electorate. It is very debatable who should keep the channels of communication open—the councillors or the student body. It is our belief that when Council operates efficiently, those involved on one end do not have the time to be fully involved on the other end as well.

So the onus is back on the ordinary student —on the one who is not in any way involved. It is this student who is kicking in the spokes of the whole wheel. And it is this student who is the ultimate source of the rot apparent in Council.

Perhaps student government is too large and abstract a concept for most students to grasp. After all, they have completed only 13 years in a system which revels in preaching these gems of abstrusion.

Then there are those who become restless after they have sat through the first hour of a Council meeting. To these people we say, Chief Justice Baumann was great at the last meeting. And to the Council we say, if you do not keep him as Chairman, you need your heads examined.

PERPETUATION THE TOP PRIORITY

But by far the greatest problem faced is that of perpetuation. If a system is a good one, one of the characteristics will be this training of successors.

Tocheri was the product of just such a programme. But he failed to set another one up, perhaps because he wanted those who followed to see just how great he had been, and to wish him back again.

Peter Young was the unfortunate victim of this oversight. And he has suffered, and he has not done the job.

Both these past two presidents have been asked to resign by Council. Only one, the ungroomed one, went.

We contend that our system is a good one. Therefore it must be perpetuated. Forget the old line of "everyone has a chance"—it is not true. You only have a chance if you are willing to give it all you have.

And if you really want to know what is going on, then find out. If you do not like what is happening, get in and change it.

AMS means you, not the councillors. You elected them. Through them, you run the show.

-cg.



Bill Weiler, AMS President

letter to the editor

Sir:

I came across a copy of your paper while attending night classes at the University of Toronto. I was impressed by an article on Technocracy written by Mr. William Sheridan. I have been in contact with Technocracy from time to time through my life and I am glad that at least some of our youth are interested in finding a solution to the many problems facing our society.

For some time it has appeared strange to me that all levels of government, business and the private sector of society are all going into debt at an ever increasing rate and we still call it prosperity.

We have the spectre of the American government drafting 30,000 men a month to solve its unemployment problem and shipping $80 million worth of goods and services out to Viet Nam to solve the problem of overproduction.

The National endeavour to keep everybody working is creating more and more useless jobs, more and more pollution, more and more waste and a greater and greater incidence of mental problems.

It would appear to me that finding ways to do away with jobs, creating a more equitable distribution system for goods and services and reducing the amount of waste would be far more intelligent than the method of operation used at present.

However, I am aware that when we live in a society where the prime motivation is to turn natural resources into dollars, and the more we waste the more profit we make, conditions can only deteriorate at an ever increasing rate.

Therefore if Mr. Sheridan would be kind enough to send me some literature and information on how to join this organization called Technocracy I would like to assist in the work of informing my friends and acquaintances of the approaching collapse of the present form of North American society and the alternative offered by a scientific and technological solution to our problems.

Yours truly,
Walter G. Spademan

just a modest, unbiased suggestion

by Ron Perry

"Old men start wars; young men fight them."

Although this has become a cliche, it is, nonetheless, very true today.

In years gone by, the young men ran like dogs when their elders whistled for them to fight the wars they had started. Only this generation seems to have found the nerve to say, "No;" to the master's voice. The results of this refusal can be seen almost any evening in the newcasts on television.

DRAFT THE AGED

Last night, while throwing darts at a picture of L.B.J., I chanced on a solution to the whole problem. Since the middle - agers started this war and since the polls show that they are the ones in favor of continuing it, why not let them fight it?

Instead of dragging reluctant youths overseas, why not gather together the aging remnants of the Second World War (they never let us forget it, do they?) and let them be heroes all over again.

BREAK THE MONOTONY

This isn't as radical as it first appears. The average middle-ager faced with a boring job, selfish kids, a 30-year mortgage, and a fat wife with hair curlers and halitosis, would probably jump at the chance to grab a gun and play soldier again.

Why not let him get his jollies like this instead of forcing him to gain his only excitement from reading Junior's Playboy (while Junior's out getting the real thing) or by leering at teeny-boppers in miniskirts?

This would leave the young free to enjoy the things only they can enjoy without the oldies looking on, outwardly condemning but secretly envying.

ECONOMICALLY SOUND

And from a cold financial viewpoint, this would be profitable also.

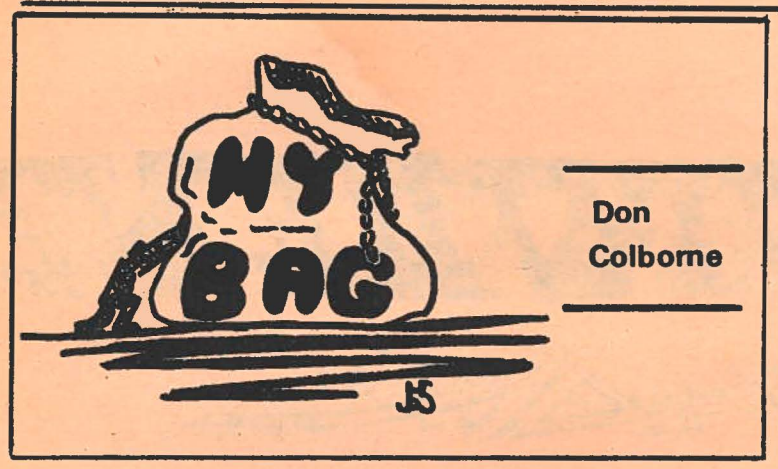
A man of 20 has 45 productive years ahead. These of course are lost if he is killed. A middle-ager, who's going to croak in a few years anyway does not represent anywhere near such a loss.

These are the advantages of this proposal, and since this is obviously biased, I won't go into the disadvantages.

So, how about it, Lyndon?

Why not start drafting the heart attack and ulcer set. Drag the execs. from their offices and the working slobs from the beer parlors and leave us young ones with our long-haired honeys and Hondas.

You have nothing to lose. We won't go anyway!



Don Colborne

This column continues the series on the issues underlying the student power debate. It will attempt to touch upon the question of what philosophy of education should be adopted to deal with present and future university needs.

Unfortunately, there are as many philosophies of education as there are philosophers; and as there are educators. Every society and every period of history has evolved a distinct set of educational ideas and it would be pointless, let alone impossible, to outline them here. It would also be impossible to suggest precisely what philosophy is operating here and now, for there are obviously at least several.

I shall attempt instead to challenge three basic hypotheses regarding university which have apparently coloured almost every recent philosophy. They deal with the purpose, organization, and responsibilities of the institution.

Initially, it has always been supposed that the university continues the acculturalizing process begun in the home and previous schooling, and demanded by society as a whole. A glance at any text in, for example, Political Science or Social Thought reveals that the university continues to do an effective job in this area. But should it? Many such courses are nothing more than warmed-over middle-class-orientated apologies for the status quo. McLuhan might not have it all figured out but his "global village" concept contains a great deal of very immediate truth, and it seems particularly absurd in the present day to continue training apologists for our own corner of the village, and narrow critics who mistrust and misunderstand the rest of it. It is long past the time students stopped being acculturalized and started to become DEculturalized. As Dr. M. Lewis of Sir George Williams University recently put it: "When we see our students displaying certain dissatisfaction with our universities, its because they find them irrelevant to the world."

Another supposition which has been common to most educational philosophies is that the student must be coerced into achieving. Recent psychological studies and dozens of experimental schools have illustrated that this is a myth of the Santa Claus variety, convenient and venerable, but not true. Students produce as well or even better when they are not under threat, yet here at Lakehead, students MUST attend lectures, submit papers, take specific courses, etc., etc. In this sense Paul Goodman calls the university student the most significant group of the modern "dispossessed," and an American professor writing in Esquire magazine claims that the sooner students realize they are treated as "niggers" the better off they will be.

One of the stock excuses offered by the defenders of our universities (incidentally there are very few even within the system who deny that grave problems exist) is that they are dependent upon the community, and particularly the corporations, for financial support and cannot sanction anything which might threaten that support. John Galbraith, however, in his new book "The Modern Industrial State" asserts that the universities are being all too slow in discovering that the corporations are far more dependent upon them than they are on the corporations. The university can take as independent a role as it chooses when it realizes this fact.

It is clear then that the traditional ideas regarding not only the universities' purpose, but its organization and responsibilities are becoming rapidly obsolescent. The university cannot continue "lecturing on navigation while the ship goes down."

Next week: The Purpose of the University.

THE ARGUS

VOLUME 2, No. X

November 23, 1967

The ARGUS is published weekly by the Alma Mater Society of Lakehead University. The opinions expressed are those of the editorial board and not necessarily those of the AMS or the Administration. The ARGUS is authorized second class mail by the Post Office, Ottawa, for payment in cash. All correspondence to the ARGUS main office, behind the lower cafeteria; mail c/o Lakehead University, Port Arthur. Subscription . . . $3.00; advertising rates upon request.

editor ..... chuck grieve
associate ..... bob leggett
managing ..... chad hannah
news ..... rod phillips
sports ..... larry hebert
features ..... boyd hussey
circulation ..... gord fukushima

staggering around the office in varying stages of ecstasy, pain, and ordinary intoxication were ken conrad, simon hoad, bobbi lambert, bonnie satten, tracey hanna, wendy wilson, jim purdon, joe fraser, khalid ali, glenn rajala, arnie anzue, and the ghost of the christmas future, walking hand in hand with the grim reaper.

The McGill Daily affair - cont'd from page 1

It is undoubtedly this kind of argument, applied to the Principal publicly through newspaper and pamphlets, and, one can assume, privately, which led to the change in the wording of the charge, avoiding the "obscene libel" question entirely.

FREEDOM OF THE PRESS

The second issue which cropped up was freedom of the press. At the first level one had to determine if the Daily editors were to have newspaper policy dictated by either student council or the administration.

On this subject Principal H. Rocke Robertson told student council Nov. 6: "Editorial freedom does not mean the right to be unaware of consequences. And if these consequences seem to bring the university's good name into disrepute, then the authorities must take whatever action is necessary to see that the university is protected and to bring any serious breach to the attention of the whole university community."

He then, felt the ultimate responsibility rests with the administration. This is contrary to the Charter of the student press in Canada, which states;

Whereas freedom of the student press has been abridged in the following ways:

By suspension, expulsion, or threat of similar action . . . the Canadian student press affirms its belief that it must be free from these abuses . . ."

While maintaining final editorial policy should rest with the editor only, Daily editor Peter Allnutt has retracted the article and apologized for what he said was a mistake in printing it in the first place. But Council, at a Wednesday council meeting agreed to have the judicial committee determine if the Daily "acted in bad faith" in printing the article. A new issue, bad faith, had been created, to be drawn in true red herring fashion across the whole affair.

THE FINAL ISSUE

The final issue — what is it? The faculty tried to answer this question in a huge open forum Friday. Prof. Charles Taylor vaguely suggested two distinct issues: The Daily affair, and student autonomy in their own affairs. But few others were able to face issues even this squarely.

The issues will continue this week and next, with no end in sight. The total effect on the McGill campus has been to thoroughly confuse most people at all levels of the university with varying interpretations of the various events.

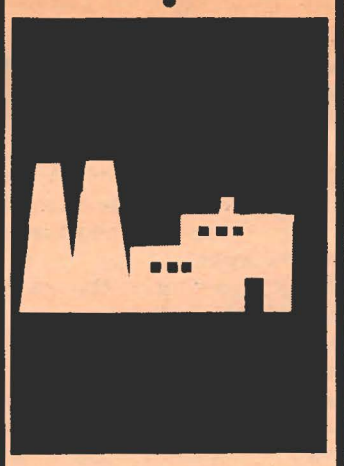
It is not possible to conclude at this point that any order at all will emerge from the McGill chaos — just new issues, or new interpretations of old ones.



MORE CRESTED GLASSWARE

l. u. bookstore

INVESTMENT MANAGEMENT ?

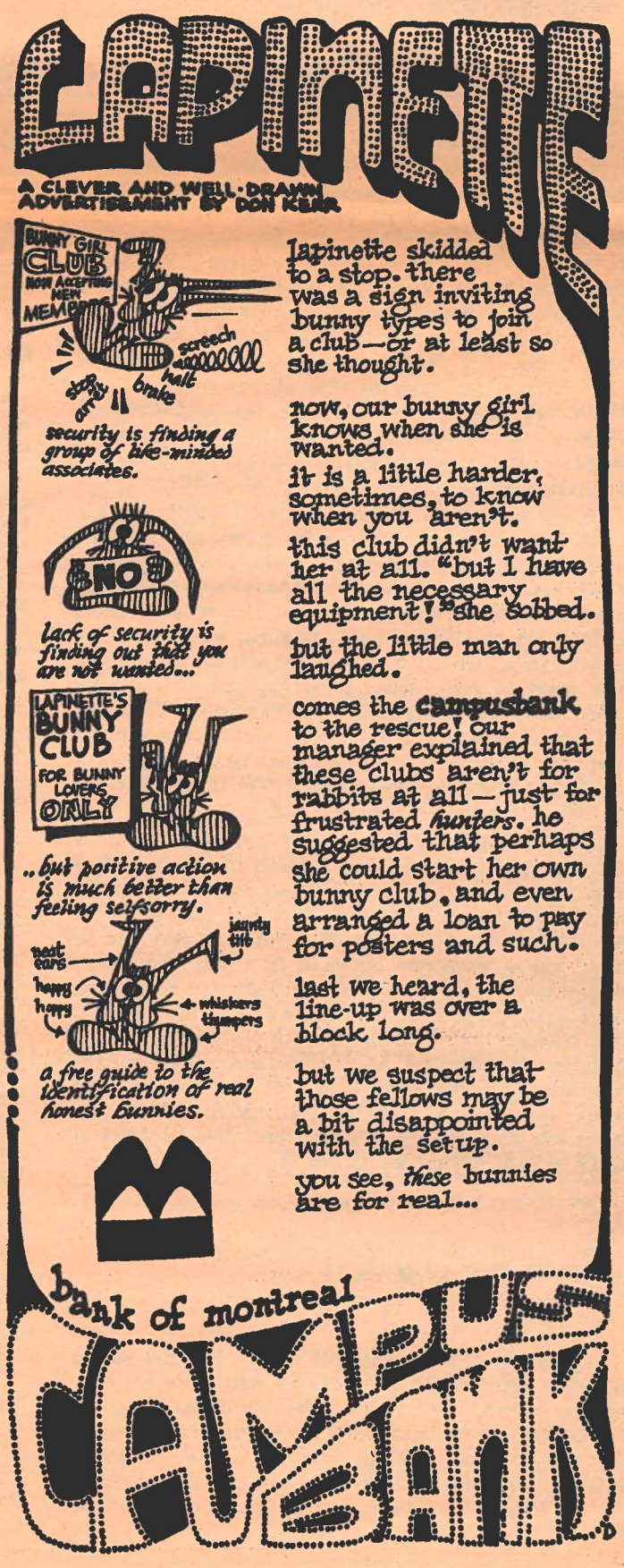


That's one of many exciting and rewarding careers in the field of Administration with Great-West Life.

Great-West Life Will Be On Campus

Arrange now to get the full story and appointment with your Placement Officer — and be sure to get a copy of the Great-West Life Careers Booklet.

THE Great-West Life ASSURANCE COMPANY





THE STUDENT

by Jerry Farber

Farber teaches English in Los Angeles.

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hangups. From there we can go on to consider whether it might ever be possible for students to come up from slavery.

First, look at the role students play in what we like to call education. At Cal State where I teach, the students have separate and unequal dining facilities. If I bring a student into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a "nigger-lover". In at least one building there are even rest rooms which students may not use. Also there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 per cent effective.

CHOOSE HOMECOMING QUEEN

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections — their average age is about 26 — but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run, for the most part, by Uncle Toms, concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor' and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and ,frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell The Man what he wants to hear or he'll fail you.

When a teacher says "jump" students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out — each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a provo; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in rage when they fall asleep.

CLASS IS NOT DISMISSED!

During the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying "This class is not dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jezus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor, tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your finger, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

SIRENS AND A RATTLE OF BULLETS

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddamn school. I mean there was no way out. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

Then there's the infamous "code of dress." In some high schools, if your skirt looks too short, you have to kneel before the principal, in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change while he, presumably, jacks off. Boys in high school can't be too sloppy and they can't be too sharp. You'd think the school board would be delighted to see all the spades trooping to school in pointy shoes, suits, ties and stingy brims. Uh-uh. They're too visible.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality; obliging and ingratiating on the surface but hostile and resistent underneath. Like black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others—including most of the "good students" — have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in general education requirements. They're pathetically eager to be pushed around. They're like those old grey-headed house-niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

THEY CHEAT A LOT

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State are expert con artists who know perfectly well what's happening. They want the degree and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor. They go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So student are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls. Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California state colleges the faculties are screwed regularly and vigorously by the governor and legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catchphrases like "professional dignity" and "meaningful dialogue."

THEY COPPED OUT

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues, not so much approval or condemnation as open-mouthed astonishment: "You could lose your job!"

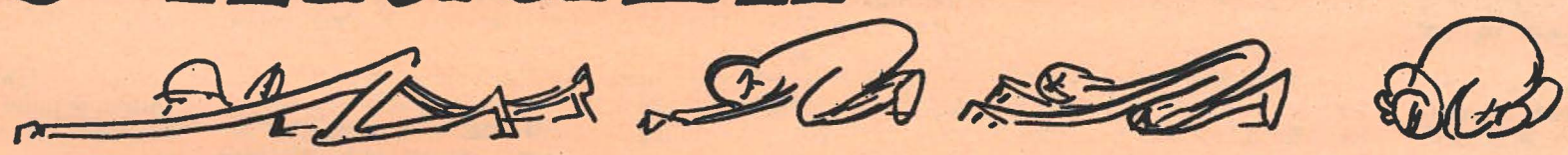
Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors, who know perfectly well what's happening, are copping out again. And in the high schools you can forget it. Stillness reigns.

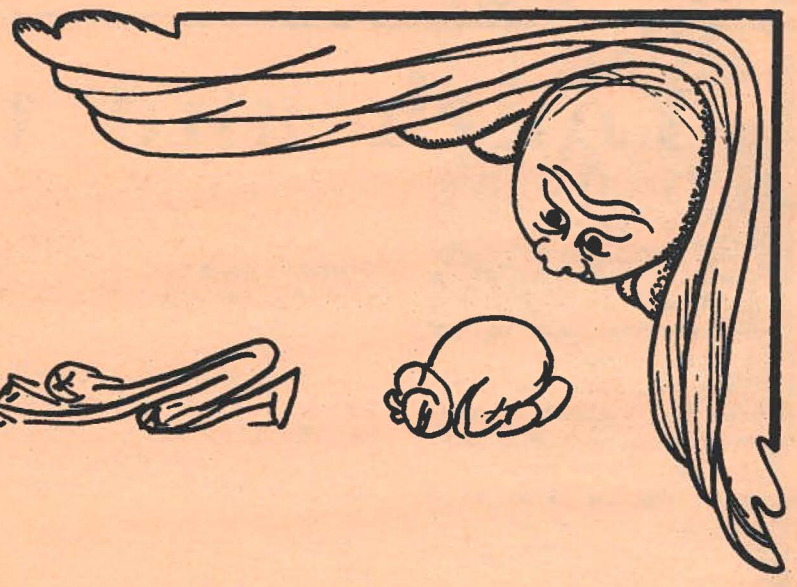
I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons who are unsure of themselves and need weapons and other external trappings of authority.

At any rate, teachers are short on balls. And, as Judy Einstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power.

Your neighbors may drive a better car; gas station attendants may intimidate you, your wife may dominate you; the state legislature may shit on you; but in the classroom, by God, students do what you say-or-else. The grade is a hell of a weapon. It may not

AS NIGGER





Reprinted from The Indian Head

Illustrations from The Ubyssey

rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim—anytime you choose—you can keep 35 students up for nights and have the "pleasure" of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with a title page, MLA footnotes and margins set at 15 and 91.

RESPECT FOR AUTHORITY

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear—fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging person. What then can protect you from their ridicule and scorn? Respect for authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance — and parade a slendor learning.

Finally, there's the darkest reason of all for the master-slave approach to education. The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white man so fearful of integrated schools and neighborhoods, and which makes castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins, before school years, with parents' first encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma with a bleeding, shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

PERVERSION IS INTELLECTUAL

How does sex show up in school? First of all, there's the sadomasochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening. In walks the student in his Ivy League equivalent of a motorcycle jacket. In walks the teacher — a kind of intellectual rough trade — and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us their perversion is intellectual but it's no less perverse.

Sex also shows up in the classroom as academic subject matter — sanitized and abstracted, thoroughly divorced from feeling. You get "sex education" now in both high school and college classes: everyone determined not be embarrassed, to be very up-to-date. These are the classes for which sex, as Feiffer puts it, "can be a beautiful thing if properly administered." And then, of course, there's still another depressing manifestation of sex in the classroom: the "off-color" teacher, who keeps his class awake with sniggering sexual allusions, obscene titters and academic innuendo. The sexuality be purveys, it must be admitted, is at least better than none at all.

UNDERNEATH THE PETTI-PANTS

What's missing, from kindergarten to graduate school, is honest recognition of what's happening — turned-on awareness of what's underneath the petti-pants, the chinos and the flannels. It's not that sex needs to be pushed in school; sex is pushed enough. But we should let it be, where it is and like it is. I don't insist that ladies in junior high school lovingly caress their students (someday, maybe); however, it is reasonable to ask that the ladies don't, by example and stricture, teach their students to pretend that they aren't there. As things stand now, students are psychically castrated or spayed—and for the very same reason that black men are castrated in Georgia: because they're a threat.

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an uglier and more timely word, you can only program them.

HANDS IN SOME CLAY

I like to folk dance. Like other novices, I've gone to the Intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms; they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk dance class. For his final he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe." And then the teacher graded him A, B, C, D, or F, while he danced in front of her. That's not education. That's not even training. That's an abomination on the face of the earth. It's especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason. Great, right? Get your hands in some clay? Make something? Then the teacher announced that a 20-page term paper would be required—with footnotes.

At my school we even grade people on how they read poetry.

In fact, God help me, I do it. I'm the Simon Legree of the poetry plantation. "Tote that iamb! Lift that spondee!" Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitudes toward school, and my own residue of UCLA method are turning them off.

MAKE THEM WILLING SLAVES

Another result of student slavery is just as dangerous — students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness — over 16 years — to remain slaves. And for important jobs, like teaching, we make them go through more years just to make sure.

What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is the fact you have to start with in trying to understand wider social phenomena, say, politics, in our country and in other countries.

Educational oppression is trickier to fight than racial oppression. If you're a black rebel they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do.

Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. But dropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell.

ORGANIZE FOR FREEDOM NOW

How do you raise hell? That's another article. But for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in the Great Watermelon Patch in the sky. They've organized. They've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration rather than on fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum.

They could raze one set of walls and let life come blowing into the classroom. They could turn the classroom into a "field of action" as Peter Marin describes it. And they could study for the best of all possible reasons—their own resources.

They could. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.

Youth and the new evangelism

by Ward Olson

"We just cannot be on the side of the Americans who are knocking hell out of those poor people."

This statement, in reference to Vietnam, would scarcely be newsworthy coming from most sources. It sounds like one of the ever-increasing number of voices decrying the American actions in Vietnam.

VOICE FROM THE CLOISTERS

This voice, however, is different. It comes from Rev. Ray Hord, Secretary of the Board of Evangelism and Social Service of the United Church.

Coming from the spokesman for an institution with the amazing (and disgusting) record for social apathy that the United Church had, it is startling, indeed almost revolutionary. The United Church, while one of the more "liberal" churches, has for years followed a pallid, "me too" policy on almost all social issues.

VIEWS OPPOSED

While Rev. Hord has met a good deal of opposition from within the church regarding his views — and he does not speak for all members of his church by any means — he is representative of a phenomenon which has appeared in the church in recent months, called The New Evangelism. This amounts to an ecclesiastic version of the "generation gap."

The young radical voices in most churches are fed up with the namby-pamby attitudes that their institutions have taken to social issues in the past. They feel that the churches, as keepers of the public morals, as it were, should take a long look at their attitudes.

POSITIVE ACTION

What are the actions taken up by these dedicated young men? Protesting the Vietnam situation is only one course, albeit a central and vital one.

The others include agitation for liberalization of the abortion laws, education in birth control, civil rights, and many others.

OLD CHURCH TREMBLES

What does the "older generation" in the churches have to say about all of this.

The statement by United Church Moderator W. C. Lockhart, that Rev. Hord "commits the church to rigid positions, making manoeuverability difficult," very nearly typifies the attitude of the establishment in most churches.

They dread being forced to take any kind of meaningful stand on an issue of social importance. They have dissociated the churches from the society they serve so that the church is largely irrevelent to the lives of most of today's young people. The New Evangelists feel, and perhaps rightly so, that churches must rejoin society, and soon, or they will cease to exist.

"GET RELEVANT"

The New Evangelism, as a reflection of the attitudes and values of North American youth in general, is delivering a sort of "get relevant or else" ultimatum to the establishment of all churches. In all respects it puts the churches in a position of uncertainty in the minds of the youth, making the churches' overall position in society unstable.

The onus is now on the churches to reform, and to do it fast. They have a great potential for positive social action, but an equally great record for apathy so far.

A liberal dose of social conscience is in order in their official policy, and soon, or the churches will wither and die under the weight of their own inertia.

And the youth will shed no tears.

Appolon #1 Appolon #2
The Coffee Club
BREAKFAST SPECIAL
50c Bacon and Eggs, Toast and Jam, or 1 of 4 other selections
7 A.M. - 10 A.M.
Bird's Restaurant
Victoria Grill



ONLY YOU CAN GIVE THE GIFT OF LIFE!
BE A BLOOD DONOR

Equipment for a lab course



In a lifetime of lectures, you'd never learn what the world is really like. You have to see it — the laboratory with three billion teachers. You might learn political economy from a Muscovite (or English from a Cockney bartender). Discover high finance in a Caribbean marketplace (or sales psychology in a Paris souvenir shop). Get a refresher course in ancient history (or just about anything) from a cabbie in Rome. Or be taught something new and unforgettable somewhere on your own continent. When you're ready to take the lab course in learning (and living it up), call Air Canada. We've got a good way to get you to class.

AIR CANADA

SERVING CANADA • U.S.A. • BERMUDA • BAHAMAS • CARIBBEAN • IRELAND • ENGLAND • SCOTLAND • FRANCE • GERMANY • SWITZERLAND • AUSTRIA • DENMARK • U.S.S.R.

The Declaration...

by Boyd Hussey

At the Council meeting of November 15, the CUS Declaration of the Canadian Student was passed.

There are those who would question the need for such a declaration since it is true that there is an abundance of "Rights Sheets."

But these other declarations are general in scope and because of their nature they fail to cover specific needs.

The Declaration of the Canadian Student is designed to cover one such specific need — the need of the student.

Students are a group socially, politically, and economically. Our spending power is unparalled when compared with any other distinctive group. Politicians cater to student needs and a great many of the active social movements are supported or run by students. In short, we are a distinct group.

Now, distinct group, what does this Declaration mean to you?

The Declaration states that "education is a contributive process" which expands your awareness of your environment. This cannot be denied, even by the lower cafeteria card players. Any new contact with a human being must produce an educational reaction of some sort. And that is what education is about.

It is questionable that the "goal of education" is to serve society in any way. That may be society's purpose in having educational institutions and the systems they seem to entail. But it does not follow that the goal of education is in sympathy.

The goal of education is too individual to be confined by such a definition. It is in fact, the "education" of the individual.

This is one of the few points where the Declaration falls down. It smells of appeasement. With this phrase it can be acceptable to society and is in line with our "obligation orientated" way of life.

"The Canadian student has the right and duty to improve himself . . ."

It is doubtful, to this writer, that something which is right can be related to something which is a duty. Duty negates rights. There is no choice implicit in "duty"; there is in "right."

Surely, however, there can be no question of a student's right to "expand his knowledge," to learn "by sharing his perception and thought," to engage "in fundamental action," and to play "a full part . . . as a citizen."

By accepting this Declaration, Council has made us a part of it. It is now up to us to make it a working document. Though there are small points that can be questioned, the overall intention and meaning of the Declaration is surely justified.

How can we apply it here?

...and you

LEARNING BY SHARING

Talk to people. Expand your horizons a little and meet more of your fellow students, especially those who think and feel differently than you.

FUNDAMENTAL ACTION

Be an activist. If you are bugged about parking, the academic atmosphere, student rights, cafeteria food and so on, do something. Don't worry about the ultimate success of your actions. If your cause is right, in your own opinion, then act on it.

DEMOCRATIC REPRESENTATION

We, through our present associations, and they, on their own initiative, should work towards making representative bodies autonomous. They are, at present, subject to the Board of Governors as is their "legislation." If we are to attain "a community of scholars," this autonomy is essential.

These are just a few suggestions. The Declaration of the Canadian Student offers many possibilities for more students.

If we read it, discuss it, and use it, then we can make it work.



Boyd Hussey
photo-drew

The Declaration of the Canadian Student

Education is a contributive social process, the essence of which is an expanding awareness of man's social and natural environment through dialogue and cooperative intellectual effort. The principal goal of education is to serve society by developing the full potential of all citizens as free, creative, thinking and acting human beings and therefore to serve society by helping to achieve equality of the essential conditions of human living. The student must discover, examine and assimilate the knowledge of his environment and must develop the ability to cope with and transform it.

The Canadian Student has the right and duty to improve himself as a social being and to contribute to the development of society by:

a) expanding knowledge through research and the objective analysis of existing hypothesis and ideas and the formulation of others;

b) learning by sharing his perceptions and thoughts with his fellow citizens and constructively criticizing theirs;

c) engaging in fundamental action, as an individual or in a group, to confront society with discoveries and to promote consequent action to bring reforms into practice;

d) playing a full part in the life of the community as a citizen.

The Canadian Student has the right to establish democratic, representative student associations. Realizing that educational reform will not come in a vacuum or without a continuous examination and possible transformation of societal values and institutional arrangements, the associations must be free to ally themselves with other groups in society which have similar aims.

The Canadian Student is a member of a global society, with the right and duty to be concerned about his fellow citizens, and with the responsibility to promote human rights and mutual understanding.

The Canadian Student, as a full member of the academic community and society, has the right and duty to participate in shaping an environment conducive to the accomplishment of these aims and to make basic decisions about the conditions and nature of his intellectual activity and the goals served by educational institutions. The student has the duty to assure that the educational system is accessible and democratic so that it will serve the interests of the whole society. The Canadian Student has the right to be free to continue his education without any material, economic, social or psychological barriers, created by the absence of real equality of essential condition.

Implementation of the Declaration of the Canada Student

WHEREAS the Declaration of the Canadian Student, and all of the programs and policies of the members of the Canadian Union of Students are meaningful and effective only to the extent that they are understood and supported by the largest possible number of Canadian students.

BE IT RESOLVED THAT:

This Congress urge member Unions to accept as their highest local priority the awakening of the Canadian student's consciousness to his rights and responsibilities as defined in the Declaration through whatever educational, social and political action programs are most suited to the member Union's local situation.

Tiny's
BEEFY BOY BULLETIN



BUY DIAMONDS STUDENTS TOLD

By cagey handling of their lunch money, university students can become independently wealthy by the time they graduate, TINY, famed finance expert, said today.

"We suggest a student buy diamonds with the money he saves by eating at TINY'S," said TINY.

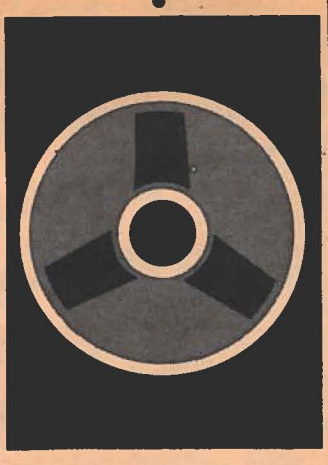
"The average university football player, for instance can eat 43 Beefy Boys a day, a saving of $2.15," said TINY. At this rate, he can buy a one-carat diamond in two semesters."

Fellows who carry around a one-carat diamond ring find girls are somewhat friendlier than before TINY pointed out.

"We have never been able to figure why this is," TINY added, perplexedly.

Tiny's
MEMORIAL at ONTARIO

DATA PROCESSING ?



That's one of many exciting and rewarding careers in the field of Administration with Great-West Life.

Great-West Life Will Be On Campus

Arrange now to get the full story and appointment with your Placement Officer — and be sure to get a copy of the Great-West Life Careers Booklet.

THE Great-West Life ASSURANCE COMPANY

ST. JAMES
Stereo Centre Ltd.
Records Players
Tape Recorders Guitars
DROP IN and BROWSE
202 1/2 ARTHUR ST. PORT ARTHUR

ATKINSON'S JEWELLERS



'Artcarved & Bluebird' Diamond Rings
Atkinson's
budget terms
8 Cumberland St.
Phone 344-3548

Nor'westers defeat own alumni

The fast break and percentage shooting versus methodical play and bad shooting was the story of the night as the Lakehead University Nor'Westers defeated the Lakehead Alumni 76 to 37.

For the Alumni it was Bob Elvin, again proving why he is considered the best basketball player to graduate from Lakehead University, as the 6'3" forward hooped 12 points followed by Brian McKinnon with 6, and Dennis Lake with 4. In all, 10 of the 14 members of the Alumni team scored, as Jim Brownrigg substituted often during the game trying to keep the Nor'Westers fast break in check. The Nor'Westers were led by Don Holmstrom with 18 points followed by Rob Cameron and Roy Holman who hooped 12 points each.

This was the first of what will become an annual game between the Lakehead University Nor'Westers against their Basketball Alumni. The turnout by the Alumni was just great, and considering some hadn't picked up a basketball in several years they proved to be formidable. competition. Granted, they did not attempt to run the basketball as did the Nor'-Westers but often their experience allowed them to take shots that the University Nor'Westers couldn't anticipate. Strategically their game was good, only lack of practice let them down.

The Lakehead University Nor'Westers now travel to Sault Ste. Marie, Ontario to open their Intercollegiate Basketball season against Cambrian College of that city. Rookie Coach George Birger when asked about the possibilities of a win, "I just don't know — our team has come along well in the past month but it is still early in the season. I have no way of measuring Canadian Basketball teams but feel that no matter what the score is, this weekend our team will not be embarrassed.

L.U. drops opener

Lakehead's entry in the Commercial Hockey League started their season in a losing effort.

The team, played the B.A. Oilers, last year's champs, and were easily defeated by the score of 7 - 2. Only brilliant goal-tending by Randy Wilkie and erratic shooting by the Oilers kept the score that low.

Our team dressed 18 players, while the B.A. squad had only 11 men dressed. They were missing some of their top goal scorers

Lack of practise was the main downfall of the Lakehead team. Most of the players had been on skates twice before the game, with the result that they were being caught up the ice while the Oilers had two or three man breaks on Wilkie. Lack of a coach also helped to produce the apparent disorganization.

Another bright spot in the game for the L.U. squad was the work done by the line of Tony Marsonet, Wayne Marostica, and Alan Holt. They were the Nor'Westers best checking line and their work led to the two goals scored.

Both goals came on close in plays. Marostica and Marsonet scored, while Holt drew two assists.

The Lakehead team could have used more of the players cut from the varsity team. Out of the 20 who missed making the team, only five were out for this game.

Swimming

Just a reminder that instruction is available in beginning, (learn to swim) Intermediate Swimming, or the Royal Lifesaving Programme at the Lakehead University swim time — 8:45 to 9:45 p.m. every Monday evening at the Port Arthur YM-YWCA.

Instruction is by Mrs. Anita Siddall, who may be contacted at the Lakehead University swim time or by seeing W. J. Shannon in the Athletic Office.

Isolated Camera

by Cooch

This week the Isolated Camera is focused on Dwight Stirrett, John Stefiszyn, Don Holstrom and Lou Pero.

John Stefiszyn is a third year Arts student from Fort William. This 5'8" centre is in his third year of intercollegiate hockey and last year scored one goal and nin assists in the I. C. H. A. John formerly had junior experience with the Fort William Hurricanes. John wears No. 9 and plays centre for the big blue and white team.



John Stefiszyn photo-drew



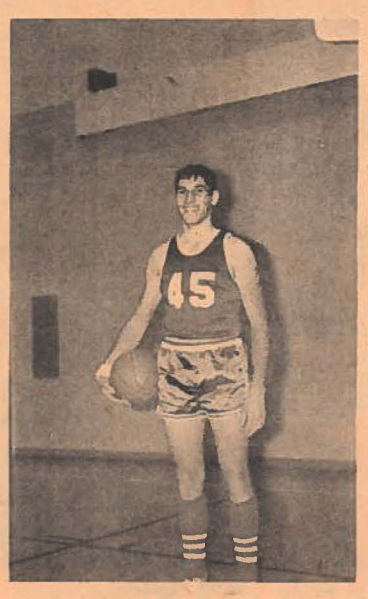
Dwight Stirrett photo-drew

Dwight Stirrett is a Business Administration II student from Port Arthur. He is a 6', 175 lb. right winger who placed second in the I. C. H. A. scoring last year, with twenty goals and fifteen assists. This enabled Dwight to gain a berth on the All Conference Team in his first year of intercollegiate hockey.

Don Holstrom is an Arts II Economics major who stands 6' 3". Don has had a long basketball career already. He played four years of high school ball at F. W. C. I. and last year was a letterman at L. U. in his first season of intercollegiate play. He topped the L. U. team with 586 points. He won the Thunder Bay Basketball League's scoring championship, was the Most Valuable Player and he was an All-Star Forward in the Regina Tournament. Little wonder Don is known as Mr. Basketball at L. U.



Don Holmstrom photo-appelt



Lou Pero photo-appelt

Lou Pero is a 6'2", 195 lb. forward from Fort William who is an Economics major in Arts. Lou has two years' basketball experience and lettered for the University team last year. He is a top-flight rebounder. He has had a complete sports career so far, playing hockey, high school football, and fastball for L. U. during the summer.

FLIGHT BOOTS Air Force $8.95
PARKAS Air Force $28.95
CELOCLOUD UNDERWEAR
2 Pce. Insulated per set $12.88
LAKEHEAD
Army & Navy Store
132 May Street, North Fort William

learn to fly now!
IN A NEW CESSNA
The BEST in professional flying training
Take advantage of special rates for Lakehead University students
Lakehead Flying School
Call Us Now!
577-1441

Both Coca-Cola and Coke are registered trade marks which identify only the product of Coca-Cola Ltd.



Blind dates are a chance. But you can always depend on refreshing Coca-Cola for the taste you never get tired of. That's why things go better with Coke, after Coke, after Coke.
Drink Coca-Cola

THE CREST HOTEL
RED RIVER ROAD, PORT ARTHUR

COOCH'S CORNER

Well after a week's absence (due to the amount of advertising it appears) I'm back.

* * *

Lakehead University Nor'Westers looked impressive the other night as they defeated the alumni 76-37. The alumni looked a bit out of shape and disorganized due to the lack of practice time, but they still came up with some good plays, and occasionally made the varsity boys look bad. Another game is planned for sometime in January hopefully during winter carnival. High scorer: Holmstrom 18, Alumnis Elvin 12.

The first home game intercollegiate games will be played in hockey and basketball this weekend. The S.A.S. will be selling 250 season tickets for students, good for basketball and hockey at a cost of $2.50. 100 adult season tickets will go on sale for basketball and also 100 for hockey. They will cost $5.00 for each sport. Cost at the door will be 25c for students and $1.00 for adults.

* * *

Congratulations to "Candy" Kartinen, a student from L.U., who made the semi-final in the Miss Canada Pageant. Her talent was figure skating. Maybe Coach Akerval could use her on the hockey team. I'm sure she'd stop many an on-rushing forward.

* * *

I'm glad to see that Miss Joan Walberg of L.T.C. is concerned with her college's position in L.U. sports. We certainly appreciate the use of their gym for our basketball team to practice, but the reason L.T.C. players can not play intercollegiate games until next year is by rules set down by intercollegiate associations and not by L.U.

* * *

The Great Mystic is taking another week off after predicting 12 out of 13 games correctly (we give him the benefit of the doubt in ties) in the N.F.L. and A.F.L. Sunday, November 12th. He is also trying to secure a patent on his new name—The Mysterious Genius.

* * *

Congratulations to the Kenora Lakewood Mustangs and Coach Vern Pletz, for winning the N.W.O.S.S.A. football championship with a 15-7 victory over the Selkirk Rams the defending champs.

* * *

Just a reminder that, although L.U. does have two of its junior ranks. Dave Bragnalo of Business Admin. I, plays for the own hockey teams, we also have some fellows playing in local Fort William Canadians and is third in league scoring at present. Vern Campigota and "Jungle Jim" Pronger are stalwarts for the Fort William Hurricanes.

* * *

Finally Roger "Ski-Slope" Patola of the News Chronicle, a fellow sports writer, will be skiing down the aisle soon. Congratulations, Roger.

Dissappointing weekend

The Lakehead Nor'Westers travelled to Sault Ste. Marie, Ontario and to the Soo, Michigan, to take on teams from two different schools over the past weekend.

The basketball team played the Caats from Cambrian College, while the hockey team met the Superior State College Lakers, across the border.

Saturday saw the basketballers fall to the Caats by a score of 52 - 48.

The Nor'Westers were led by Don Holmstrom's 26 points, followed by Jim Johnston with 11. The Nor'Westers were cold both from the field and from the free throw line, netting 19 of 71 shots from the field and 11 of 21 from the foul line.

In the second game, the Nor'Westers jumped into the lead after five minutes and never looked back.

Again it was Holmstrom who led the team with 20 points. Johnston and Koski each netted 11 points, with Cameron following closely with 10.

The hockey team, defending I.C.H.A. Champions, were twice defeated by the Soo Michigan Lakers. Scores were 9 - 4 and 8 - 6.

The Lakers wasted no time in the first game as they jumped to a 3 - 1 lead in the first period.

The second game started the same way as the host team jumped to a 5 - 1 first period lead. The Nor'Westers came back in the second to match the score 5 - 5, and out-shot the Lakers 14 - 4 in the final period, but were out-scored 3 - 1 in that frame.

Murray Smith led the L.U. squad with a total of six goals and two assists, followed by Dave Siciliano with five assists, and Dwight Stirrett, with one goal and three assists.

Coach Akervall attributed the losses to better conditioning on the part of the Lakers.

"The fact that we are limited to three hours of practise a week as compared to their team's ten is definitely going to hurt us in these early games," he said.

B.Ballers off to hot start

The Lakehead University Nor'Wester Basketball team won their first game of the season under new coach George Birger by defeating the Dinty Kentuckians by a score of 77 to 61 at Sir Winston Churchill High School on Wednesday, November 8, 1967.

With a slow start the Nor'Westers pulled into the lead after five minutes of the first half and were never headed. The Nor'Westers led at half-time 41 to 30 with Don Holmstrom scoring 20 points. In the second half Holmstrom cooled off but freshman guard Roy Holman, a P.A.C.I. product, maintained the pace with 10 field goals. Roy Holman was the leading scorer for the Nor'Westers with 26 points, followed by Holmstrom's 24 and Bob Cameron's 10. The leading scorers for the Kentuckians were Nino Diblasio and Jim Brownrigg with 18 and 17 points respectively.

The Nor'Westers made 34 of 101 shots for 34 percent while the Kentuckians made 25 of 70 for 35 percent. From the free throw line the Nor'Westers made 9 of 20 while the Kentuckians made 11 of 21, both rather poor marks. In the rebounding department the Nor'Westers led 66 to 51 over the Kentuckians. For Lakehead University it was Holmstrom with 22 and for Dinty's it was Love with 20.

Coach Birger was high in his praise of the Lakehead University squad, feeling that except for early season wrinkles his team played well. The freshman appear to be moulding with the veterans indicating a fine season for the Nor'Wester hoopsters.

Rhythmic gymnastics programme to start

As an introduction to Rhythmic Gymnastics, I asked Mrs. Jutta Dusang of the Athletic Department to explain just what this type of gymnastics was. After her explanation, which follows, she went on to say that the programme will start immediately and that 30 persons have signed at the Athletic Office.

Rhythm descends from the Greek language and means uninterrupted movement involving changes of tension and relaxation. Rhythmic Gymnastics is movement executed in time, space energy and form. Time — the slow through to fast. Space — the narrow, the wide, the deep, and the high. Energy — the strength, the bending and stretching. Form — the line, the circle. Every emotion is expressable by a movement, every movement creates an impression.

The basic movements of Rythmic Gymnastics are: walking, running, jumping, skipping, and turning, timed by a given rhythm. We use instruments such as balls, hoops, and clubs for greater variation and for distracting our minds from the actual effort.

For example, fitness. Take a hoop, push it across the gym running along with it. You certainly will notice the effort of the exercise less than running without a hoop.

Example two, flexibility. Sit on the floor with straight legs and knees, then touch your toes. It hurts doesn't it? Now take a ball and roll it around the stretched out legs, but watch that your ball does not escape your hands!

Example three, grace. Imagine having to walk by an audience which is critically watching every step you take. You most probably are tense and over-selfconscious. Now take a club, put it on your head, hold it with one hand and you will walk proudly and gracefully, like a Spanish Senorita.

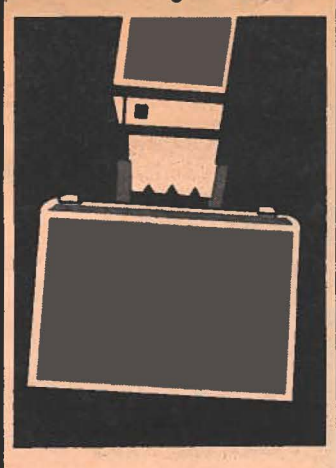
In practicing Rhythmic Gymnastics we tone the muscles, develop body fitness and flexibility. Through specific exercises we correct the posture, learn about relaxation and self-control, and build up organic strength by means of respiration.

PETRIES
CYCLE AND SPORTS
Headquarters for Squash and Badminton Supplies
LATEST IN SKIING & HOCKEY EQUIPMENT
127 N. Archibald St. Fort William phone 623-7221



Mukluk Model.
Labrador imitation sealskin, soft thick lining, hefty crepe sole. Gay trim and lacings look like Eskimo handwork.
$16.98
THE BOOT NEWS IS GREAT AT....
Agnew-Surpass
Canada s largest shoe retailers
225 ARTHUR ST. P.A.
500 VICTORIA ST. FT. WM.

SALES MANAGEMENT ?



That's one of many exciting and rewarding careers in the field of Administration with Great-West Life.
Great-West Life Will Be On Campus
Arrange now to get the full story and appointment with your Placement Officer — and be sure to get a copy of the Great-West Life Careers Booklet.
THE Great-West Life ASSURANCE COMPANY

OLIVER ROAD ESSO SERVICE
ED CLIFF
For all your car needs
Gas Oil lube tires & accessories
Motor tune up & repairs
Next to university TEL. 344-2231